THE CORRELATION BETWEEN STUDENTS' ABILITY IN LISTENING TO THE ENGLISH SONGS AND THEIR VOCABULARY MASTERY

Jiati Endah Sari[1], Nuhung B[2], Hastini[3]

Abstract

The aim of this research was to find out the correlation between students' ability in listening to the English songs and their vocabulary mastery. This research was conducted at SMA Negeri 1 Palu. The population was the eleventh grade students consisting of 202 students. The sample was 20 students taken randomly. The instruments were tests which consisted of listening and vocabulary, and non-test of questionnaire. The two tests were used to get data about students' ability in listening to the English songs, and their vocabulary mastery. The questionnaire was used to acquaire additional data about their difficulties in doing the tests. The result of both tests showed that r_{xy} was 0.269, *df* was 18, and r_{table} was 0.468. In other words, $r_{counted}$ was lower than $r_{table.}$ It means that the correlation between students' ability in listening to the English songs and their vocabulary mastery was not significant. Moreover,there was a positive correlation between the two variables, since the $r_{counted}$ value was positive.

Keywords*:* correlation; listening skill; English song; vocabulary mastery.

INTRODUCTION

In language learning, especially English, we recognize four skills namely listening, speaking, reading, and writing. Listening skill is considered as the basic skill that needs to be improved since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is different from hearing. Hearing is a physical ability while listening is a skill. Listening means paying attention and making an effort to process what you heard. In other words, listening skill allows you to understand what someone is talking about. Rivers (1981:160) stated:

> Listening is not a passive skill, nor even, as traditionally been believed, a receptive skill. Listening is a creative skill. In order to comprehend the sound falling on our ears, we take the raw material of words, and the rise anf fall of the voice, and from this material we create a significance.

[1] Email: jiaendahsari90@gmail.com
[2] Email: nuhungb@yahoo.co.id
[3] Email: tini_firhansyah@yahoo.com

Russel and Russel in Hasyuni (2006:8) also say that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Ur (1996:111), says that there are some students' difficulties in learning listening: getting trouble with sounds, needing understanding every word, being unable to understand fast and natural native speech, needing to hear things more than once, finding it difficult to keep up, and get tired.

Listening to the song means that you appreciate the lyrics, rhythms, vocal and melody and try to understand the meaning. Song is part of music which contains lyrics being sung. Grifee (2001: 10) stated that "Song is part of music that you sing through words". Today, almost all people especially students, prefer to listen to songs as they can be good entertainment in boring activity. Murphey in Rosova (2007:16) stated, "In our time, it is hard to escape music and song as it occupies ever more of the world around us: in operating theatres, restaurants and cafés, shopping malls (muzak), at sports events, in our cars, and literally everywhere. It would seem that the only place music and song is slow to catch on is in schools." The song itself consists of words which express the writer's ideas, feelings, and experiences.

Relating to the words or lyrics contain in English songs, we can assume that it can be used as a medium to teach vocabulary to the students. Learning vocabulary is the most important thing in language learning especially English. We cannot speak, write, and understand what we read and listen without vocabulary. Mastering vocabulary is a basic matter in learning a foreign language. Thornbury (2002:3) argues:

> If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar but you can say almost anything with words.

Based on the statement above, we can say that without sufficient vocabulary, we cannot communicate effectively or express idea. Mastering English vocabulary means know the meaning and understand the words being used in communication. Palmberg in Sukmawati (2006:10) points out:

> Mastering of a foreign language words, the learner knows and recognizes it both in spoken and written form. This means, the learner not only able to spell or pronounce it, but also she/he should be able to differentiate its category and meaning when applying it into grammatically right sentence. In addition to this, the learner is able to express it orally as well.

From the statement above, we can say that the students master English vocabulary if they know how to pronounce the words, know its categories and meaning, able to use it in grammatical sentences, and able to perform it orally. Nunan (1898: 26) notes that successful listening skill involves skills in segmenting the stream of speech into meaningful words and phrases, recognizing word classes, and interpreting rhythm, stress and intonation to identify information focus and emotional/attitudinal tone.

In fact, the students still find difficulties in enriching vocabulary and also memorizing the words. If they did not know how to expand their vocabulary, they would gradually lose interest in learning. One of the causes was that they learned vocabulary in boring and inefficient ways. For instance, they were just list the words with their spelling, pronunciation, and meaning and then find difficulties in remembering the words that have been learnt. In addition, based on the researcher's experience, when she was in the eleventh grade in SMA Negeri 1 Palu, she found difficulty in enriching her vocabulary by listening activity since the material given was difficult to understand. Due to the material presented was in conversation or explanation form, the researcher, sometimes could not understand what the speaker was saying as the material given was presented in unattractive ways.

There are several reasons that songs might be helpful in learning and teaching vocabulary. Firstly, song is a part of music which creates relaxing and enjoyable atmosphere in classroom. Secondly, English songs are associated with native speakers, since they are sung by the natives. Furthermore, songs are also include in authentic material. Thirdly, songs are easy to get. We find the anywhere and anytime. We can download them in the internet or just send the via bluetooth in our mobile phones.

Based on the problem described above, the researcher was interested in conducting a research about the correlation between students' ability in listening to the English songs and their vocabulary mastery. The researcher also wants to find out about how far English songs can improve their vocabulary mastery. For this, the researcher formulated the research question 'Is there any positive correlation between students' ability in listening to the English songs and their vocabulary mastery?' It aimed to find out whether the correlation between students' ability in listening to the English songs and their vocabulary mastery.

METHODOLOGY

The researcher employed correlational research. The purpose of correlational research was to determine the relationship among two or more variables. There are two

types or directions of a correlation. In other words, there are two patterns that the correlation can follow. These are called positive correlation and negative correlation.

The reason why the researcher chose this type of research was because she wanted to find out whether or not there was a positive correlation between students' ability in listening to the English songs and their vocabulary mastery of the eleventh grade students of SMA Negeri 1 Palu.

The research design was variable X corelated to variable Y, where variable X was listening to the English songs and variable Y was vocabulary mastery. The design can be seen below:

Where:

X —Y

X = Listening to the English songs

Y = Vocabulary mastery

Population is the whole objects of a research. "Population is any group of individuals that have one or more characteristics in common that are of interest to the research." (Best, 1981:8). Referring to the statement, the population was the students of the eleventh grade students of SMA Negeri 1 Palu.

There were two departments there. They were Science and Social. In this research, the researcher took the Science Department as the population. She took it because of the suggestion from the English teacher there. It can be seen in the following table:

Table 3.1
Science Class Distribution

No.	Classes	Number of Students
1.	XI IPA 1	44
2.	XI IPA 2	33
3.	XI IPA 3	37
4.	XI IPA 4	44
5.	XI IPA 5	44
Total		202

(Source: SMA Negeri 1 Palu)

"A sample is a small proportion selected for observation and analysis." (Best 1981:8). In determining sample research, the researcher used random sampling method.

The researcher took Science Department which consists of five parallel classes. She chose 20 students randomly to be the sample of the research by taking 4 students each class.

The researcher used two instruments to get the data, test and non-test. The tests consisted of listening and vocabulary test, while the non-test was open questionnaire. The researcher used two English pop songs to test the students. Each song was played three up to five times. Some words in the songs were deleted. The students had to fill the blanks according to the songs they heard. The songs that the researcher used were 'Just Give Me a Reason' by Pink and 'More than This' by One Direction. The test consisted of 40 multiple-choice items. The researcher gave 1 point for each number. If the students answer 40 items correctly, they will get a 100 scores. It was divided into 20 items of verbs and 10 of nouns, and 10 of adjectives. The kind of non-test used was open questionnaire. She considered that open questionnaire could provide more additional information than closed questionnaire. The researcher used it to get data about students' difficulties in doing the tests given. The questionnaire consisted of 5 items. The students answered the question by explaining their opinion, difficulties and problem they found in doing the tests.

The statistics was used to analyze the test of listening and vocabulary mastery. To compute the score of both tests, the researcher applied the formula proposed by Sutomo (1958:123) as follows:

$$\text{Individual score} = \frac{obtained\ score}{maximum\ score} \times 100$$

Since the researcher used Pearson Product Moment Correlation to find out the correlation of both variables, statistical analysis was set up in a table with seven columns:

No	Subject	Variable X	Variable Y	X^2	Y^2	XY
		Listening	Vocabulary			
1 2 3	A B C					

Next, the researcher measured the relationship between the two variables. To find out that the two variables have a correlation, the researcher used Pearson's Product – Moments Coefficient of Correlation. The formula is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} = Pearson r
$\sum X$ = the sum of scores in X – distribution
$\sum Y$ = the sum of scores in Y – distribution
$\sum XY$ = the sum of the product of paired X – Y - scores
$\sum X$ = the sum of the squared scores in X – distribution
$\sum Y$ = the sum of the squared scores in Y – distribution
N = the number of paired X – and Y – scores (subjects)

(Best, 1981: 248)

To interpret the result of the coefficient value of the correlation of two paired variables, the researcher used criteria for evaluation and interpretation of a correlation coefficient (Best, 1981: 255):

Coefficient (*r*)	Relationship
0.0 to 0.20	Negligible
0.20 to 0.40	Low
0.40 to 0.60	Moderate
0.60 to 0.80	Substantial
0.80 to 1.00	High to very high

RESULTS

After giving the listening test, the researcher got the result as can be seen in Table 1. Based on the table, the researcher made classification in order to know the percentage of students' achievement in listening test (see Table 2). The table shows that the students' achievement in listening test was classified as 'very good'. There were 60% of the students who got score 86-95.

Table 1
The Students' Score in Listening Test
(Maximum Score = 20)

No.	Initials	Correct Answers	Individual scores
1.	ADH	20	100
2.	ARU	20	100
3.	AST	19	95
4.	CYT	19	95
5.	DEW	19	95
6.	DYA	20	100
7.	GAL	18	90
8.	GIN	19	95
9.	MAH	19	95
10.	MIR	18	90
11.	MAD	18	90
12.	MIL	20	100
13.	MKA	19	95
14.	NUR	20	100
15.	RAF	17	85
16.	RAH	20	100
17.	RIN	18	90
18.	SAN	19	95
19.	TIW	18	90
20.	WUL	16	80
Total			1880

Table 2
Percentage of Students' Achievement in Listening Test

No.	Classifications	Range Scores	Frequencies	Percentages
1.	Excellent	96-100	6	30 %
2.	Very good	86-95	12	60%
3.	Good	76-85	2	10%
4.	Fairly good	66-75	-	-
5.	Fair	56-65	-	-
6.	Poor	46-55	-	-
7.	Very poor	36-45	-	-
			20	100%

The researcher tested the students in order to know their vocabulary mastery. The test given was in the form of multiple-choice consisting of 40 items. The result can be seen in Table 3. Next, the researcher also made the classification of students' achievement in vocabulary test in Table 4.

The result shows that 80% of students had 'very good' achievement in vocabulary test, while the rest was classified as having 'good' achievement. However, none of the

students got a hundred percent correct. The highest score that the students achieved was 38 items correct out of the 40 items. On the other hand, the lowest score was 29 items correct.

Table 3
The Students' Score in Vocabulary Test
(Maximum Score = 40)

No.	Initials	Correct Answers	Individual scores
1.	ADH	35	87.5
2.	ARU	36	90
3.	AST	37	92.5
4.	CYT	38	95
5.	DEW	37	92.5
6.	DYA	37	92.5
7.	GAL	36	90
8.	GIN	34	85
9.	MAH	37	92.5
10.	MIR	32	80
11.	MAD	37	92.5
12.	MIL	36	90
13i.	MKA	36	90
14.	NUR	35	87.5
15.	RAF	37	92.5
16.	RAH	38	95
17.	RIN	33	82.5
18.	SAN	38	95
19.	TIW	29	72.5
20.	WUL	35	87.5
Total			1782.5

Table 4
Percentage of Students' Achievement in Vocabulary Test

No.	Classifications	Range Scores	Frequencies	Percentages
1.	Excellent	96-100	-	-
2.	Very good	86-95	16	80%
3.	Good	76-85	4	20%
4.	Fairly good	66-75	-	
5.	Fair	56-65	-	
6.	Poor	46-55	-	
7.	Very poor	36-45	-	
			20	100%

The researcher represented the score of listening test as X and vocabulary test as Y. The score of both tests could be seen as follows:

Table 5
The Score of Listening to the English Songs and Vocabulary Mastery Test

No.	Initials	X	Y	X^2	Y^2	XY
1.	ADH	100	87.5	10000	7656.25	8750
2.	ARU	100	90	10000	8100	9000
3.	AST	95	92.5	9025	8556.25	8787.5
4.	CYT	95	95	9025	9025	9025
5.	DEW	95	92.5	9025	8556.25	8787.5
6.	DYA	100	92.5	10000	8556.25	9250
7.	GAL	90	90	8100	8100	8100
8.	GIN	95	85	9025	7225	8075
9.	MAH	95	92.5	9025	8556.25	8787.5
10.	MIR	90	85	8100	7225	7650
11.	MAD	90	92.5	8100	8556.25	8325
12.	MIL	100	90	10000	8100	9000
13.	MKA	95	90	9025	8100	8550
14.	NUR	100	87.5	10000	7656.25	8750
15.	RAF	85	92.5	7225	8556.25	7862.5
16.	RAH	100	95	10000	9025	9500
17.	RIN	90	82.5	8100	6806.25	7425
18.	SAN	95	95	9025	9025	9025
19.	TIW	90	72.5	8100	5256.25	6525
20.	WUL	80	87.5	6400	7656.25	7000
TOTAL		**1880**	**1787.5**	**177300**	**160293.75**	**168175**

Finally, the researcher put the result of the tests in the formula to measure the correlation between the two variables using the formula of Pearson Product Moment Coefficient Correlation. It can be seen below:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{20 \text{ x } 168175 - 1880 \text{ x } 1787.5}{\sqrt{\{20 \text{ x } 177300 - (1880)^2\}\{20 \text{ x } 160293.75 - (1787.5)^2\}}}$$

$$r_{xy} = \frac{3363500 - 3360500}{\sqrt{\{3546000 - 3534400\}\{3205875 - 3195156.25\}}}$$

$$r_{xy} = \frac{3000}{\sqrt{11600\text{x}10718.75}}$$

$$r_{xy} = \frac{3000}{\sqrt{124337500}}$$

$$r_{xy} = \frac{3000}{11150.67}$$

$$= 0.269$$

From the calculation above, it was stated that the correlation between the students' ability in listening to the English songs and their vocabulary mastery of the eleventh grade students at SMA Negeri 1 Palu was 0.269. The criterion for evaluation and interpretation of a correlation coefficient was low.

The result of questionnaire was analyzed by using the percentage formula as follows:

$$P = \frac{F}{N} \times 100$$

Where:
P = Percentage
F = Frequency
N= Number of Students

The result is presented below:

1. *Which one is the most difficult test, listening or vocabulary test?*

   There were 13 students who answered vocabulary test and 7 students answered listening test. For this, the percentage could be calculated as follows:

   $$P = \frac{F}{N} \times 100$$

   $$P = \frac{13}{20} \times 100 = 65\%$$

   $$P = \frac{7}{20} \times 100 = 35\%$$

   From the calculation above, it could be concluded that vocabulary test was more difficult than listening test.

2. *Why is it difficult? Explain your reason!*

   The students who said that the vocabulary test was more difficult one had several reasons. The writer concluded their answers based on the similarity of their answers. The first reason was there were some words that had similar meaning in the options. It made them confused which one was the correct answer. The second reason was some words were not familiar for the students. They were rarely used those words in their daily life.

On the other hand, the students who stated that the listening test is the more difficult test mostly said that it was because the pronunciation of the singers in the songs was not clear for them.

3. *Do you usually find the words in the tests in your daily life?*

   9 students answered *no* and 11 students anwered *yes.* The percentage was calculated as follows:

   $P = \frac{F}{N} \times 100$

   $P = \frac{9}{20} \times 100 = 45\%$

   $P = \frac{11}{20} \times 100 = 55\%$

   The result above showed that most of the students often used and found the words in the test in their daily life.

4. *Are the words in the tests difficult?*

   14 students answered *no* and 6 students anwered *yes.* The percentage was calculated as follows:

   $P = \frac{F}{N} \times 100$

   $P = \frac{6}{20} \times 100 = 30\%$

   $P = \frac{14}{20} \times 100 = 70\%$

   For this, most of the students thought that the words in the tests were not difficult.

5. *Are the songs in listening test familiar to you?*

   3 students answered *no* and 17 students anwered *yes.* The percentage was calculated as follows:

   $P = \frac{F}{N} \times 100$

   $P = \frac{3}{20} \times 100 = 15\%$

   $P = \frac{17}{20} \times 100 = 85\%$

   It could be stated from the result above that almost all of the students knew the song and they usually listen to the songs.

DISCUSSION

Based on the result of the listening test, 60% of the students got score 86-95, 30% got 96-100, and 10% got 76-85. The researcher concludes that their achievement in listening test is classified as 'very good'.

When the researcher gave them the test, most of them did not find significant difficulty in doing the test. They were familiar with the songs, so that why it was quite easy for most of them. On the other hand, some of the student still found it difficult in answering the test since they could not listen to the songs clearly. It was because they sat in the back row. In addition, they were also not familiar with the songs.

Besides, when the researcher conducted the listening test, she could not use the laboratory since the equipments were broken. To overcome this problem, the researcher brought a laptop and a pair of speaker. Therefore, the students who sat in the back row could not hear the songs clearly since the sound was not so clear and broken.

From the result of the vocabulary test, it can be seen that 80% of the students got score 86-95, and 20% of the students got 76-85. From the percentage, we could conclude that the students' achievement in the vocabulary test was classified as 'very good'.

In answering the test, none of the students got 100 score. The highest score they got were 38 items correct out of 40 total items, while the lowest were 29 items correct. Some of the students did not answer the test carefully and some of them did not answer some items of the question.

From the calculation using the formula of Pearson Product Moment, the researcher found that the correlation between the two variables was 0.269. By using criteria for evaluation and interpretation of a correlation coefficient by Best (1981: 255), it means that the relationship between the two variables was positive but low, meaning not significant. It was positive because the value was positive (0.269). However, it was low which meant that the relationship of both variables was not strong or weak.

The researcher used the 5% (0.05) level in the critical values of Pearson Correlation Coefficient, to find out the value of the r_{table}. To determine the degree of freedom (df), the researcher calculated it as follows:

$$df = N - 2$$
$$df = 20 - 2$$
$$= 18$$

The value of r_{table} at the level of 0.05 and degree of freedom (df) = 18 was 0.468. The $r_{counted}$ was lower than $r_{table.}$. It means that there was no any significant correlation between students' ability in listening to the English songs and their vocabulary mastery.

From the result of listening and vocabulary test, the researcher assumes that the students had good ability in listening and vocabulary mastery. In spite of the results were good, the correlation of both variables was classified as 'low'. The researcher thought that it was because the students found difficulty in doing vocabulary test. It was concluded from the result of the questionnaire. On the other hand, the result of the listening to the English songs test was good. Some of the students answered it 100% correct. The students' answers in the questionnaire stated that the songs they listened to were familiar. The words in the songs were easy to understand as well.

Moreover, Ha:r = 0 was accepted since the value of $r_{counted}$ was positive. It means that the students' ability in listening to the English songs and students' vocabulary mastery had a positive correlation. However, the relationship between the two variables was not significant. It was because the $r_{counted}$ was lower than $r_{table.}$.

CONCLUSION AND SUGGESTIONS

After analyzing the data that the researcher got from the tests, the researcher comes to the conclusions that the students' achievements in listening and vocabulary tests are good. There is a positive correlation between the two variables. However, the correlation was not significant.

Some suggestions are addressed to the students and the teacher in order to make an improvement in the future. The first is for the students. They should study harder. Even though their vocabulary test result is good, they still need to learn more about vocabulary especially related to the class of words. For the teachers, they should give more explanation about vocabulary related to the part of speech such as verbs, nouns, and adjectives, so that the students do not confused in differentiating the class of words and the function in a sentence.

REFERENCES

Best, J.W. 1981. *Research in Education*. New York: Englewood Cliffs.

Griffee, D.T. 2001. *Songs in Action*. Hertfordshire: Prentice Hall International.

Hasyuni . 2006. *The Students' Preferred Activities for English Listening Classes (A Survey Conducted to the Second and Fourth Semester Students of English Department of FKIP*

Universitas Bengkulu Academic Year 2005/2006). Unpublished Thesis of Teacher Training and Education Faculty of Universitas Bengkulu.

Nunan, D. 1989. *Designing Tasks for the Communicative Class.* Cambridge University Press.

Rivers, W.M. 1981. *Teaching Foreign-Language Skills.* Chicago and London: The University of Chicago Press.

Rosova, V. 2007. *The Use of Music in Teaching English: diploma thesis.* Brno: Masryk University, Faculty of Education, Department of English Language and Literature.

Sukmawati. 2006. *The Correlation between Vocabulary Mastery and Speaking Skill of The Second Year Students of SMA Negeri 4 Palu.*Thesis. Palu: UNTAD Unpublished.

Sutomo. 1985. *Teknik Penelitian Pendidikan*. Surabaya: Bina Mulia.

Thornbury, S. 2002. *How to Teach Vocabulary*. Series Editor: Jeremy Harmer. Malaysia: Longman.

Ur, P. 1996. *A Course in Language Teaching: Practice and Theory.* Cambridge: University Press.